

State Council of Higher Education for Virginia
Fund for Excellence and Innovation

**SCHEV Affordable Pathways Partnership Grant
Cover Page**

January 1, 2016 - June 30, 2018

I. Applicant Information

Organization Applying for Grant:	Piedmont Virginia Community College	Date:	10.20.16
Project Administrator:	Adam Hastings		
Title:	Dean of Business, Mathematics, and Technologies		
Mailing Address:	501 College Drive, Charlottesville, VA 22902		
Telephone:	434.961.5348	E-Mail:	ahastings@pvcc.edu

Fiscal Administrator:	Tracy Cersley		
Title:	Business Manager		
Mailing Address:	501 College Drive, Charlottesville, VA 22902		
Telephone:	434.961.5211	E-Mail:	tcersley@pvcc.edu

II. Type of Grant

Directions: Check the type of grant you are applying for.

Implementation Grant

Expansion Grant

III. Submission Certification

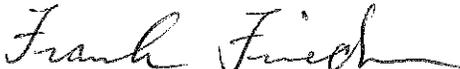
By signing this application, I certify that the statements herein are true, complete and accurate to the best of my knowledge and that the filing of the Affordable Pathways Partnership application is duly authorized by the institution. I also certify that we will comply with any resulting terms, if an award is accepted. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to penalties, as determined by the granting agency.

Authorized Representative

Name: Frank Friedman

Title: President

Entity: Piedmont Virginia Community College

Signature: 

Abstract: Affordable Community Career Pathways Partnership Grant

Piedmont Virginia Community College requests \$129,762 to implement this Affordable Community Career Pathways Partnership Project. The project will expand the existing community career pathway model to improve access and affordability for high school students as they transition to higher education. This will be accomplished by establishing dual enrollment career paths in healthcare and hospitality, two of the highest demand fields in the region. The project will also expand a cybersecurity pathway, an important and emerging employment sector.

During the project at least 60 students will receive coordinated education services, extensive support services, significant cost savings from waved tuition, and an expedited path to degree and credential attainment. The per credit hour costs saving is \$151.90, which means a student will save more than \$1,200 per year for an eight-credit course load. The program will serve an estimated 75 students each year after the grant is completed and the pathways are fully in place.

The project is highly sustainable, largely because it is built upon existing approaches that the lead project agencies began establishing through a recent community foundation grant. This new project will build logically on newly established resources and methodologies. For example, faculty and staff members were recently trained in a nationally recognized curriculum development process, which has been instituted by more than 80 colleges and universities nationwide. PVCC conducted a journal review that analyzed more than 14 published journal articles, studies, and related works. This research indicates PVCC program staff must integrate internship experiences and hands-on, career-focused instruction in the design of the community career pathways. These factors have been shown to play critical roles in the successful secondary to postsecondary transitions for underrepresented students.

Partners: PVCC has successfully engaged seven community partners and a nationally recognized curriculum development consultant to establish the community career pathways model. The College is well-positioned to expand this scalable model through the support of the State Council of Higher Education for Virginia Fund for Excellence and Innovation.

PVCC and Charlottesville Albemarle Technical Education Center (CATEC) are the two lead partners in this application and will participate in the SCHEV kick-off event, engage employers in program design, and guide student support and program marketing services. The Charlottesville Area Community Foundation will support program expansion and marketing.

Strategies and outcomes for the project are specific and measurable. At least 40 of the 60 students will demonstrate one or more increased educational outcomes, including higher academic achievement, reduced need for remediation, and stronger preparation for post-secondary education and training. Activities to enhance partnerships will create two Community Career Pathways (healthcare and hospitality) and expand cybersecurity. The project will review CTE programming for scalable implementation of CCP model within the region, create or improve transfer agreements with a minimum of three four-year universities, and combine or create advisory councils to support each CCP. The result will be a better coordinated and more affordable system that translates to student success, especially for those in the targeted underrepresented population.

Affordable Community Career Pathways Partnership Project

I. PROGRAM DESIGN

NEED: The Charlottesville and Albemarle communities in the Commonwealth of Virginia are home to 5,661 families who are not financially self-sufficient according to the Orange Dot Report 2.0. Compounding this, almost 58% of adult residents in the Charlottesville Metropolitan Statistical Area (MSA) have obtained less than an associate's degree. These residents and their children lack sufficient access to diverse educational training options aligned to industry-specific career ladders out of poverty and into prosperity.

Our high school students earning an Advanced Studies Diploma from the Charlottesville MSA public school divisions are likely destined to pursue their studies at four-year institutions. However, those graduating with a Standard Diploma are more likely to pursue training and education at the sub-baccalaureate level. In 2014, 43.5% of graduates from the Charlottesville MSA did not earn the diploma designed for entry into four-year colleges. These students need a clear pathway to higher education and gainful employment with a guided approach.

Unfortunately, the greater Charlottesville area lacks a diverse set of community career pathways purpose-built to 1) create seamless transitions from K-12 education to post-secondary education to high-quality employment 2) engage employers in pathway design and the employment of graduates, and 3) foster a network of regional education, training, and employment accessible to all of our residents regardless of skill, education, and networks.

Piedmont Virginia Community College (PVCC) conducted a journal review that analyzed 14 published works. This research indicates program staff must integrate internship experiences and hands-on, career-focused instruction in the design of the community career pathways. Multiple resources must be engaged to support students' career perceptions and to increase their

ability to adjust to an ever-modernizing work environment. These factors have been shown to play critical roles in the successful secondary to postsecondary transitions for underrepresented students. Modeling the methods shared in reducing the cost of higher education will also be crucial to the success of students entering pathways. While PVCC's tuition is at a low rate of \$151.90 per credit hour, the cost is still a significant barrier for many low-income students.

U.S. Census data from 2010 indicates Albemarle County is about 10 percent African American and Charlottesville is about 20%. The County and City are both about five percent Hispanic, and both have just a small population of American Indians. The total number of individuals in the targeted racial group is about 26,000. Virginia Department of Education post-secondary transition data for the 2011-1015 cohort illustrate a dismal picture for Albemarle and Charlottesville underrepresented students. The largest percentage of underrepresented students enrolling in any Institute of Higher Education within 16 months of earning a federally recognized high school diploma were Black students (11.58%). White students were reported at 72.41%.

This scalable project will support the expansion of the cybersecurity pathway and the development of dual enrollment healthcare and hospitality pathways, creating opportunities for an estimated 75 students per year after the grant-funded period. As noted by the Information Technology and Innovation Foundation, Virginia ranks among the nation's best globalized, entrepreneurial, IT-driven and innovative economies. Our businesses need talented and capable cybersecurity technicians, and our students need high-quality cybersecurity training. As the healthcare sector is a dominant industry in our service region, regional employers depend on more than 300 highly trained entry- and mid-level applicants per year to fuel the pipeline of workers needed. Demand for hospitality workers is also high, as Accommodations and Foodservices is among the top five largest industries in the region with over 10,000 employees.

The development of these pathways will respond to employer demand and place students on a path to self-sufficiency while offering an affordable solution for the youth of our community.

SERVICES/ACTIVITIES: The effort will expand the existing community career pathway model to improve access and affordability for high school students as they transition to higher education. This will be accomplished by expanding an existing cybersecurity pathway and establishing two dual enrollment career paths with extensive support services, significant cost savings for the students, and an expedited path to degree and credential attainment. PVCC has successfully engaged school, business, and community partners and a nationally recognized curriculum development consultant to establish the community career pathways model. The College is well-positioned to expand this scalable model through this grant-funded initiative.

The project will benefit high school students in our service region, particularly underrepresented students defined as racial/ethnic minority from low-income backgrounds. Funds will be used for a full-time Pathway Coordinator, travel and meetings with partners, supplies, and consultant fees for an external evaluator. The partnership between PVCC and the Charlottesville Albemarle Technical Education Center (CATEC) will be strengthened as the healthcare and hospitality curricula are designed and the cybersecurity pathway is strengthened.

Students in the dual enrollment program established through this partnership project will have access to all of PVCC's student support services. The existing contract between Piedmont Virginia Community College and CATEC includes a provision to provide the dual enrollment students full access to the college's student support services, including: tutoring, transition and transfer support, library services, academic coaching, and counseling. The low-income students, often first generation college students, will benefit tremendously from this guidance. Students will be guided by a dual enrollment staff member knowledgeable about the statewide dual

enrollment admissions requirements. An intake assessment of college readiness will also be conducted. The dual enrollment team is skilled at communicating expectations, requirements, and course transferability information to students and families new to the education arena, a practice supported by Academic Careers Workshop for Underrepresented Groups.

The nationally recognized Developing a Curriculum (DACUM) model will be used for curriculum development. This process has been instituted by more than 80 colleges and universities nationwide. By design, education, business, and industry professionals convene through a facilitated process of curriculum development. After the DACUM process is initiated, this project will connect high school and college through efforts including curricular alignment, articulation, and dual enrollment. This project will implement Completion by Design (CbD) principles, defined as an integrated set of institutional policies, practices, and programs intended to maximize a student's likelihood of completing a credential. The pathway will be marketed through the model designed for the existing cybersecurity community career pathway and modified as appropriate for each sector.

GOALS AND OUTCOMES: This one and one-half year project will deliver the following,

- 1) Student cost savings for services
 - a. The project will deliver an estimated cost savings of \$151.90 per credit hour for students
- 2) Increased education outcomes
 - a. At least 60 students will participate during the program (at least 75/year after the grant)
 - b. At least 40 students will demonstrate one or more increased educational outcomes:
 - i. Higher academic achievement based on completion and matriculation
 - ii. Reduced need for remediation
 - iii. Significant increase in the persistence and matriculation of the student

- iv. Stronger preparation for post-secondary education and training
 - c. There will be an increase in enrollment rates of underrepresented populations and an increase in completion and matriculation of underrepresented populations
- 3) Enhanced partnerships
- a. Create a minimum of two Community Career Pathways and expand cybersecurity
 - b. Review CTE programming for scalable implementation of CCP model within the region
 - c. Create or improve transfer agreements with a minimum of three four-year universities
 - d. Combine or create advisory councils to support each CCP

STUDENT SERVICES TO INCREASE EDUCATIONAL OUTCOMES: Students will be dual enrolled in both high school and PVCC through this project. This will result in a significant cost savings for students. Support to dual enrollment students will include all of the usual PVCC services including tutoring, transition and transfer support, library services, academic coaching, and counseling. Central to this work will be the utilization of demonstrated successful strategies including expanding students' and families' knowledge of post-secondary options and perceptions of belonging in academic programs.

ENHANCED PARTNERSHIPS: The existing cybersecurity pathway partnership between PVCC and seven community partners will be expanded through this project. PVCC and CATEC's partnership will be leveraged to include additional employers in the DACUM process and three universities in the creation of articulation agreements as additional pathways are created.

PARTNERSHIP SUSTAINABILITY: Sustainability of this project is extremely strong because of the existing partnership between PVCC, CATEC, and school, business, and community partners in the establishment of a community career pathways model. This project is a natural expansion of the existing partnership model and will fuel the development of additional

pathways across our service region. As partners, Piedmont Virginia Community College and CATEC are eager to provide expanded and affordable career pathway options to high school students. In total, PVCC has articulation agreements with 40 colleges and universities. Funding from the State Council of Higher Education for Virginia Fund for Excellence and Innovation will make this valuable opportunity available to high school students in a community with thousands of families demonstrating significant need for access to higher education. Once these pathways are established, they will be absorbed into the standard operating procedures of each institution.

II. EVALUATION PLAN

The Virginia Community College System (VCCS) issued a Request for Proposals to establish a pre-qualified pool of experienced evaluators for grant-funded programs at any of the 23 colleges in the VCCS. From the list of pre-approved contractors, PVCC requested a quote from four evaluators in compliance with state regulations to select the most qualified contractor to evaluate PVCC's Affordable Community Career Pathways Partnership Project. As a result of this process, PVCC intends to contract with Hezel Associates. Hezel Associates recommends a mixed method approach to assess (a) implementation of grant-funded processes, considering both quantity and quality measures; and (b) outcomes of those efforts, both proximal and more distal to grant-funded activities. Processes will be measured through stakeholder telephone interviews, document review, and content analysis of DACUM-developed curriculum materials. Outcomes will be assessed through analyses of institutional data and results of an online student questionnaire. Broader impacts will be assessed by an additional round of telephone interviews of key stakeholders. The Hezel Associates team offers a collective 30 years of evaluation experience, including federally-funded community college and career training programs.

Affordable Pathways Partnership Grant

Partner Identification Form

(January 1, 2016 - June 30, 2017)

Partner Contact Information

Partner Organization:	Charlottesville Albemarle Technical Education Center (CATEC)		
Name of Point of Contact:	Daphne R. Keiser		
Title:	Strategic Planning Officer		
Mailing Address:	1000 East Rio Road, Charlottesville, VA 22901		
Telephone:	434-973-4461	E-Mail:	dkeiser@k12albemarle.org

Partner Organization Type

(place an "X" by the category that best describes the organization, as named above)

<input checked="" type="checkbox"/>	LEA (at least one partner must be a local public high school)
<input type="checkbox"/>	IHE
<input type="checkbox"/>	State agency
<input type="checkbox"/>	Community-based organization
<input type="checkbox"/>	Professional association
<input type="checkbox"/>	Philanthropic organization
<input type="checkbox"/>	Business
<input type="checkbox"/>	Other, please describe below (expand cell, as needed):

Please describe the organization's specific role(s), support and commitment to the project in the space below. Note how the partnership will help fulfill the goals of the proposed program and purpose of the grant. (Expand cell as needed.)

Charlottesville Albemarle Technical Education Center (CATEC) is proud to partner with Piedmont Virginia Community College (PVCC) on this Affordable Community Career Pathways Partnership Project. CATEC is committed to increasing regional collaboration between public school divisions, postsecondary institutions, and employers to develop community career pathways that lead to measurable cost reductions and student outcome increases. Strengthening the link between secondary and postsecondary institutions is a key component to strong pathway development. As a lead partner in the development of the cybersecurity community career pathway, CATEC is a natural partner for this expansion project.

As a regional public technical education center, CATEC high school enrollees are comprised of students from five high schools in the public school districts of Albemarle County and the City of Charlottesville. In addition, CATEC enrolls students from the local home school population and students from surrounding counties such as Greene and Nelson. CATEC is fully invested

in providing these students with high quality education while reducing entry-level barriers to higher education and middle-tier careers.

To support this Affordable Community Career Pathways Partnership Project, CATEC will collaborate closely with PVCC to continue to expand the cybersecurity community career pathway by identifying funding opportunities to eliminate the student certification costs and market the pathway to the target underrepresented student population. CATEC will recruit employers for the healthcare and hospitality pathway development, actively participate in the DACUM process, and work closely with PVCC and the Pathway Coordinator to create the curriculum for replicable healthcare and hospitality community career pathways.

Together with PVCC, CATEC will create a coordinated system of student support services. Soft-skills training, increased career counseling, job shadowing, and internship programs will be central to this effort. Lab-based, hands-on learning environments will be a focal point of these pathways.

CATEC is committed to attending the one-day kick-off event in Richmond, marketing the community career pathways, and collaborating with the external evaluator. By design, the community career pathway model is scalable. CATEC is committed to working with PVCC to secure a plan for pathway sustainability to ensure access and affordability for the youth of our community.

By my signature, I certify that the above named organization is committing to be a partner, as described, with the applying institution of higher education in its proposed Affordable Pathways Partnership program. I certify that the statements above are true, complete and accurate to the best of my knowledge and that the filing of these commitments is duly authorized.

Authorized Representative:

Title Strategic Planning Officer
(CATEC) Signature Daphne R. Kiser

Affordable Pathways Partnership Grant

Partner Identification Form

(January 1, 2017 – June 30, 2018)

Partner Contact Information

Partner Organization:	Charlottesville Area Community Foundation (CACF)		
Name of Point of Contact:	Brennan Gould		
Title:	Director of Programs		
Mailing Address:	114 4 th Street SE, Charlottesville, VA 22902		
Telephone:	434-296-1024	E-Mail:	bgould@cacfonline.org

Partner Organization Type

(place an "X" by the category that best describes the organization, as named above)

<input type="checkbox"/>	LEA (at least one partner must be a local public high school)
<input type="checkbox"/>	IHE
<input type="checkbox"/>	State agency
<input type="checkbox"/>	Community-based organization
<input type="checkbox"/>	Professional association
<input checked="" type="checkbox"/>	Philanthropic organization
<input type="checkbox"/>	Business
<input type="checkbox"/>	Other, please describe below (expand cell, as needed):

Please describe the organization's specific role(s), support and commitment to the project in the space below. Note how the partnership will help fulfill the goals of the proposed program and purpose of the grant. (Expand cell as needed.)

The Charlottesville Area Community Foundation (CACF) facilitates philanthropy to improve the quality of life in the City of Charlottesville and seven surrounding counties. In 2015, CACF awarded a 3 year grant of \$154,100 to Piedmont Virginia Community College to strengthen the local education system by developing a community career pathway that aligned curriculum and trainings from public secondary to post-secondary to career employment. Piedmont Virginia Community College is working with Charlottesville Albemarle Technical Education Center (CATEC) to model in the field of cybersecurity the process for developing a community career pathway that ultimately will be replicated in additional industry sectors. PVCC and CATEC have successfully engaged multiple cybersecurity businesses in the curriculum development using a nationally-recognized process, and have outlined curriculum delivery, resource development, and outreach/marketing plans. CACF recently shared the success of the community career pathways model with more than 1,300 individuals through the Community Foundation newsletter. This important work is also recognized on the CACF website.

CACF is committed to supporting the expansion of the community career pathways model through the successful PVCC/CATEC partnership. As part of its grants management, the Foundation team works closely with PVCC and CATEC during the life of the grant to monitor progress and refine strategies as needed to meet the program goals. CACF will continue to market community career pathways progress community-wide through the Community Foundation newsletter and the CACF website. The Foundation also reports progress on its large grants through its Annual Reports and in meetings with philanthropists and community stakeholders. In addition, CACF will serve as a partner by leveraging existing relationships with businesses, school systems, and community partners to support the development of community pathways. As PVCC and CATEC seek funding to expand these critically important pathways, and create sustainability and scalability plans, CACF will contribute knowledge, people resources, and relationship-building support. These efforts will support the overall goals of the partnership, especially enhanced partnerships, sustainability, and scalability.

As a stakeholder in the community career pathway model, CACF will be pleased to participate in phone interviews conducted by the external evaluator contracted for this Affordable Community Career Pathways Partnership Project.

By my signature, I certify that the above named organization is committing to be a partner, as described, with the applying institution of higher education in its proposed Affordable Pathways Partnership program. I certify that the statements above are true, complete and accurate to the best of my knowledge and that the filing of these commitments is duly authorized.

Authorized Representative:

Title Director of Programs Signature Brennan Gould

**AFFORDABLE PATHWAYS PARTNERSHIP GRANT
WORK PLAN**

From 1/1/2017 Through 6/30/2018

Goal: Produce student cost savings through the implementation or expansion of affordable pathways.

Proposed Strategies and Activities	Expected Results and Measurements	Person/Dept./Partner Responsible	Timeline
<p>The joint CATEC/PVCC team will work to create dual-enrollment-based Community Career Pathway Plans of Study for each identified student CCP. Plans of Study will serve as the curricular foundation for each CCP. Embedded in each Plan of Study will be dual enrollment coursework. Underrepresented students, defined as racial/ethnic minority and from a low-income background, will be a priority population.</p>	<p><i>Results:</i> A. Creation of CCP Plan of Study for an estimated 75 students in every future year B. Identification of student outcomes aligned to CCP plan C. Delineation of dual enrollment coursework <i>Measurements</i> 1. Cost savings generated through dual enrollment coursework at a rate of \$151.90 per credit hour</p>	<p>Pathway Coordinator</p>	<p>A/B/C: July 2017 1: Ongoing with semester by semester evaluation</p>
<p>The joint CATEC/PVCC team will identify industry certifications to embed within each Plan of Study. CATEC and PVCC will identify funding sources to eliminate certification costs to students for the first two years of program operation. A sustainability plan will be developed to determine long-term funding resources (e.g. employers, community partners, grant funds) to offset certification costs to students.</p>	<p><i>Results:</i> A. Identification of at least 6 targeted industry certifications B. Partnership creation with regional employers for certification plan C. Identification of funding sources for student certifications D. Development of a sustainability plan <i>Measurement:</i> 1. Cost savings generated through certification cost mitigation</p>	<p>Pathway Coordinator</p>	<p>A/B/C/D: July 2017 1: Ongoing with semester by semester evaluation</p>
<p>PVCC has existing relationships and articulation agreements with more than 40 four year universities. PVCC will build on these and expand the existing relationships by collaborating with regional four-year university programs to validate CCP Plans of Study and related curricular resources for inclusion in current transfer/guaranteed admission and articulation agreements. This effort will facilitate the transferability of CCP coursework and related certifications to four year programs (e.g. RN to BSN programming; Culinary Arts to Hospitality Management programming). These agreements will be the natural outgrowth of the existing coordination strategies.</p>	<p><i>Results:</i> A. Validation of CCP Plans of Study by regional transfer institutions <i>Measurement:</i> 1. Number of courses that can be transferred by CCP students to four-year programs</p>	<p>Pathway Coordinator</p>	<p>A: December 2017 1: Ongoing with semester by semester evaluation</p>
<p>The joint CATEC/PVCC team will work with at least 10 employers to identify work-based learning experiences (e.g. internships, clinical placements) for completion within a CCP Plan of Study timeline leading to credit for work experience within the CCP. The integration of work-based learning has been supported by numerous published works, including the Journal of Best Practices in Health Professions Diversity.</p>	<p><i>Results:</i> A. Identification of partner employers B. Creation of work-based learning program parameters and documentation (if needed in addition to current internship processes) <i>Measurement:</i> 1. Quantity of hours completed through work-based learning 2. Quantity of credits earned through work-based learning program</p>	<p>Pathway Coordinator</p>	<p>A/B: July 2017 1/2: Ongoing with semester by semester evaluation</p>

**AFFORDABLE PATHWAYS PARTNERSHIP GRANT
WORK PLAN**

From 1/1/2017 Through 6/30/2018

Goal: Enhance partnerships, specifically between PK-12 and higher education.

Proposed Strategies and Activities	Expected Results and Measurements	Person/Dept./Partner Responsible	Timeline
<p>The joint CATEC/PVCC team will create a replicable Community Career Pathway model between PVCC and CATEC. This model will include all curricula, certifications, and guidance documentation for program operation.</p>	<p><i>Results:</i> A. Expand existing CCP and create two additional CCPs. B. Review extant CTE programming for scalable implementation of CCP model within PVCC service region. <i>Measurement:</i> 1. Student enrollment in CCP programming.</p>	<p>Pathway Coordinator</p>	<p>A: May 2017 B: August 2017; Ongoing 1: Ongoing with semester by semester evaluation</p>
<p>PVCC will create a CCP extension program that builds upon the pathway by extending into traditional four-year baccalaureate programming. This will create K-12 through baccalaureate curricula alignment that facilitates student access to and completion of programming.</p>	<p><i>Results:</i> A. Creation of transfer/articulation agreements with a minimum of three four-year universities. <i>Measurement:</i> 1. Creation of at least three partner agreements that allow students to transfer.</p>	<p>Program Coordinator BMT/HLS Division Deans CATEC Strategic Planning Coordinator</p>	<p>A/1: May 2018</p>
<p>PVCC/CATEC will actively pursue additional funding resources that utilize pathway development models (e.g. NSF ATE Centers of Academic Excellence; NCC Center for Academic Excellence (CAE2Y)). Pursuing funding resources through competitive grant applications will drive the CCP program to remain up-to-date with field-wide innovation, employer support, and best-practices for ensuring strong student outcomes.</p>	<p><i>Results:</i> A. Identification of funding resources B. Application for funding resources in alignment with CCP sustainability plan/needs <i>Measurement</i> 1. Quantity of funding applied for 2. Quantity of funding awarded</p>	<p>Program Coordinator BMT/HLS Division Deans CATEC Strategic Planning Coordinator, CACF</p>	<p>A/B/1/2: Ongoing with semester by semester evaluation</p>
<p>The program will grow regional employer support at the pathway level resulting in community-driven rather than school-driven support for program sustainability. The model for engaging employers and community partners in this process will be based on the community career pathway in cybersecurity. Through the existing pathway PVCC has engaged seven community partners, including: CATEC, the Community Endowment Fund, Charlottesville City Schools, Albemarle County, and employers from Northrop Grumman, Albemarle County Emergency Communications Center, and the University of Virginia Information, Security, Policy and Records Office.</p>	<p><i>Results:</i> A. Combining or creation of advisory councils to support each CCP <i>Measurement</i> 1. Advisory committee membership 2. Advisory committee-determined benchmarks for program support</p>	<p>Program Coordinator, BMT/HLS Division Deans CATEC Strategic Planning Coordinator, CACF</p>	<p>A: July 2017 1: Ongoing with semester by semester evaluation</p>

**AFFORDABLE PATHWAYS PARTNERSHIP GRANT
WORK PLAN**

From 1/1/2017 Through 6/30/2018

Goal: Increase education outcomes for underrepresented populations.

Proposed Strategies and Activities	Expected Results and Measurements	Person/Dept./Partner Responsible	Timeline
<p>The joint CATEC/PVCC team will create a coordinated program and a system of student support services that both increase access to underrepresented populations and increase program completion. Pathways will be marketed to expand students' and families' knowledge of post-secondary options, increase students' perceptions of belonging in academic programs, and supporting students' self-efficacy for commitment to careers. Each of these approaches were supported in the literature review conducted by PVCC.</p>	<p><i>Results:</i> A: At least 60 students will participate in the program <i>Measurements:</i> Increased educational student outcomes for at least 40 students: 1. Higher achievement 2. Enrollment rates of underrepresented populations 3. Reduced remediation 4. Completion and matriculation rates of underrepresented populations</p>	<p>Program Coordinator BMT/HLS Division Deans CATEC Strategic Planning Coordinator</p>	<p>A: August 2017 1/2: Ongoing with semester by semester evaluation</p>
<p>The joint CATEC/PVCC team will engage community- and school-based support systems to create a network of student support services to serve as additional support for access and completion.</p>	<p><i>Results:</i> 1: Identification of support network and access points <i>Measurements:</i> 1. Enrollment rates of underrepresented populations 2. Completion rates of underrepresented populations</p>	<p>Pathway Coordinator</p>	<p>A: August 2017 1/2: Ongoing with semester by semester evaluation</p>
<p>The joint CATEC/PVCC team will engage Community Self-Sufficiency programming to support students in preparation for work-based learning programs, for the successful completion of work-based learning programs, and for the transition from education to career placement. Creating measurable definitions of career success (Mulhall, 2011) and supporting students' development of self-efficacy through goal setting (Austin, 2010) are strategies that will be employed.</p>	<p><i>Results:</i> A. Creation of Community Self-Sufficiency integration plan <i>Measurements:</i> 1. Quantity of work-based learning hours completed 2. Success rates of work-based learning experiences</p>	<p>Pathway Coordinator</p>	<p>A: August 2017 1/2: Ongoing with semester by semester evaluation</p>

**AFFORDABLE PATHWAYS PARTNERSHIP GRANT
WORK PLAN**

From 1/1/2017 Through 6/30/2018

Goal: Program and partnership sustainability.

Proposed Strategies and Activities	Expected Results and Measurements	Person/Dept./Partner Responsible	Timeline
<p>The joint CATEC/PVCC team will create and regularly update a Sustainability Plan for the CCP program. The plan will engage regional employer partners, regional K-12 institutions, and regional post-secondary/baccalaureate institutions in an effort to build and sustain regional capacity for and interest in CCP programming</p>	<p><i>Results:</i> A. Creation of Sustainability Plan <i>Measurement:</i> 1. Continuation of the program beyond the grant period</p>	<p>Pathway Coordinator</p>	<p>A: January 2018</p>
<p>The joint CATEC/PVCC team will prioritize the adoption of low-cost, zero-cost and OER instructional materials for CCP programming. This focus on reduced-cost instructional materials will allow for greater long-term sustainability through decreased funding pressures and increased ability to adjust curricular materials to reflect industry-caliber/up-to-date instruction.</p>	<p><i>Results:</i> A. Program-wide evaluation and adoption of lower-cost materials, as appropriate <i>Measurements:</i> 1. Instructional materials cost as compared to non-CCP programs</p>	<p>Pathway Coordinator</p>	<p>A. Ongoing 1: Ongoing with semester by semester evaluation</p>
<p>Engage community education and employer partners to invest the necessary personnel, material, and time-based resources for the long-term sustainability of the program. By definition, CCP programs lead to regional employment and support the work of partner employers; successfully obtaining community support for the program will contribute greatly to program sustainability. Leadership provided by PVCC's President will support collaboration across institutions with the goal of region-wide implementation in future years.</p>	<p><i>Results:</i> A. Creation of needs assessment with partner organization contribution <i>Measurements:</i> 1. Quantity/value of community-based investments</p>	<p>Pathway Coordinator, PVCC administration, CACF</p>	<p>A. January 2018 1: Ongoing with semester by semester evaluation</p>

**AFFORDABLE PATHWAYS PARTNERSHIP GRANT
WORK PLAN**

From Through
From 1/1/2017 Through 6/30/2018

Goal: Scalability.

Proposed Strategies and Activities	Expected Results and Measurements	Person/Dept./Partner Responsible	Timeline
<p>The Pathway Coordinator will engage in a purpose-driven documentation process to capture the work of the joint CAETC/PVCC team to include: successes, challenges, milestones, processes, and outcomes. This process will support the replicability of CCP development into additional industry sectors within the current partnership and into new partnerships.</p>	<p><i>Results:</i> A. Completion of documentation process <i>Measurements</i> 1. New program/CCP creation</p>	<p>Pathway Coordinator</p>	<p>A/1: Ongoing</p>
<p>In an effort to gain regional support for the CCP program, the Pathway Coordinator will engage in a public relations campaign to highlight program successes and program impact on regional economic capacity. Working with groups such as local government, K-12 school boards, and college boards, the coordinator will work to inform a community-wide vision for CCP scalability. More than 1,300 community members will receive information and updates on the growth of the community career pathways model through the Charlottesville Area Community Foundation (CACF) website and the Community Foundation e-newsletter.</p>	<p><i>Results:</i> A. Creation of community support for CCP programming <i>Measurements:</i> 1. Quantity of engagements 2. Support from community partners (e.g. letters of support)</p>	<p>Pathway Coordinator CACF</p>	<p>A: May 2018 1/2: Ongoing</p>
<p>The Pathway Coordinator will engage statewide education organizations (e.g. Virginia Community College System; Virginia Association of Career and Technical Education Administrators) to share program success and lessons learned. Through these efforts, CCP program staff will have the opportunity to assist in the scaling and replication of CCP programming at a statewide level.</p>	<p><i>Results:</i> A. Increase in statewide dialogue on and capacity for CCP program implementation <i>Measurements:</i> 1. Quantity of engagements 2. Quantity of CCP program implementations outside of CATEC/PVCC partnership</p>	<p>Pathway Coordinator</p>	<p>A: May 2018 1/2: Ongoing</p>

State Council of Higher Education for Virginia
Fund for Excellence and Innovation

IHE Applicant Name: Piedmont Virginia Community College

AFFORDABLE PATHWAYS PARTNERSHIP GRANT - DETAILED BUDGET From 1/1/2017 Through 6/30/2018
(Direct Costs Only)

Personnel - List staff/titles working on/being paid by the project and percent of time dedicated to the project
Enter dollar amounts requested (omit cents) for Salary Requested and Fringe Benefits

Add rows as needed

Staff/Title	Role on Project	% of Time on Project	Salary or Wages Requested	Fringe Benefits Requested	Total (salary + fringe)	
Pathway Coordinator	Full-time, 17-mo. position, \$57K annual salary, Fringe rate of 43%	100	78,375	33,702	112,077	
				0	0	
			0	0	0	
			0	0	0	
			0	0	0	
Expand rows, as needed			SUBTOTALS	78,375	33,702	112,077

Consultants and Contracts (itemize, describe and provided detailed cost calculation) Contracted evaluation services from Hezel Associates. Services include an estimated 192 hours of data collection, analysis, and reporting over the 18-month grant-funded period at an average rate of slightly higher than \$70/hour. 13,600

Materials & Supplies (itemize, describe and provide detailed cost calculation) - Dell Latitude Laptop for Pathway Coordinator based on previous purchase from Sterling Computers 1,491

Travel (itemize, describe and provide detailed cost calculations) - Local travel of approximately 20 miles per week x .56 cents/mile to meet with employers, schools, and community partners (\$873). Travel of approximately 162 miles round trip x .56 cents/mile for attendance at the Richmond kick-off event for two vehicles (\$181) 1,054

Other Expenses (itemize, describe and provide detailed cost calculation) - An estimated 14 meetings working through a meal at \$11/meal during employer meetings and Developing a Curriculum (DACUM) training over the course of the project for an estimated 10 attendees. 1,540

TOTAL DIRECT COST 129,762